Multilingual Policy

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Introduction

GEMS acknowledges the vibrant cultural and linguistic diversity of its student body as a fundamental characteristic of its educational network in the UAE. This policy stands on the foundational principles of Quality First Teaching and Inclusive Education, aiming to address the distinct needs of each learner to foster a truly inclusive academic setting and reflects GEMS's ethos for **Multilingualism** (MLL):

"To ensure all students feel comfortable and supported, providing them with equal opportunities to learn through language and reach their full potential."

At GEMS, we embrace Multilingualism, as it emphasizes the strengths and assets of students who speak multiple languages. It highlights their ability to build proficiency in more than one language, which is seen as a strength rather than a deficit. Multilingualism acknowledges and celebrates the cultural and linguistic diversity of students. It recognizes that students bring valuable linguistic and cultural resources to the classroom, which can enhance their learning and the learning environment for all students.

Teaching and learning are planned so that each child can aspire to the highest level of personal achievement, and we believe all students, no matter their starting point and initial barriers to learning, can go on to achieve high performance.

At GLS, we believe that fostering an inclusive environment is not just the responsibility of the Inclusion department but a shared commitment of the entire school community. Our teachers, staff, and parents actively contribute to creating an inclusive atmosphere that values and respects the language and cultural diversity of our students.

Through all stages of English language provision, together, we strive to create an inclusive educational environment that celebrates diversity and empowers all learners to become confident, knowledgeable, and globally minded individuals.

Aims & Objectives

- To enable students to have full access to the curriculum (and other educational opportunities), ensuring that they fulfil their academic potential

- To ensure that all our students attain curriculum levels and public examination grades appropriate to their abilities

- To create awareness among staff, students and parents about students receiving learning support, the nature of learning differences and how they can best be supported within an inclusive community, including providing students with the opportunities to study in their home language.

- To provide clarity to teachers, parents and students on the benefits and importance of Multilingualism.

- To provide information to staff on the process of assessing language proficiency of English language and the referral procedure.

- To increase the level of communication and consistency between the Multilingual department, classroom teachers, form tutors and Key Stage Leaders.

- To help new teachers/students/parents adjust to supporting multilingual students in class.

- To ensure that we recognize and meet the needs of pupils who require English language support

Definitions

The KHDA (Knowledge and Human Development Authority) Inspection Framework defines EAL students as 'students for whom the language of instruction is an additional language.' In the UAE, we have an increasing proportion of students whose home language is not English. These students have a range of English language proficiency and not all EAL students require ELL provision.

Multilingualism– Multilingualism refers to the presence and use of multiple languages in schools. This can include students who speak languages other than the language of instruction at home, as well as schools that offer instruction in more than one language. GEMS Education recognizes and embraces the linguistic diversity of students, providing them with the opportunity to develop proficiency in multiple languages and a deeper understanding of different cultures.

Celebrating our home language is an integral part of a child's multilingualism, contributing to their cultural identity, cognitive development, academic success, and social well-being. Embracing and valuing the home language as part of multilingualism can lead to positive outcomes for individuals, our families, and communities

These students have a range of English language proficiency, and not all Multilingual students require EAL provision.

EAL– English as an Additional Language student at **GLS** refers to an individual whose primary or dominant language is not English and who requires support to develop proficiency in English for academic purposes. EAL students typically have varying levels of English language proficiency and may face challenges in accessing the curriculum and with participating fully in educational activities conducted in English.
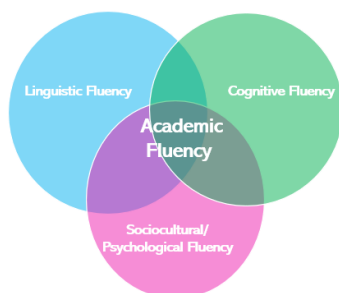
A student would be classified as an EAL student if they have *one or more of the following characteristic*s:

- They are in the process of acquiring proficiency in the English language, whilst also developing their content knowledge and academic skills.
- They have varying levels of proficiency in English, ranging from beginner to advanced.
- They are students who struggle in accessing the curriculum due to language barriers
- They are students with limited vocabulary, grammar, and language skills, which impacts their communication, comprehension, reading, writing, listening and speaking abilities in an academic setting.

Fundamental Principles of Multilingualism Provision

At GEMS we believe that there are three dimensions which need to work together to achieve academic English fluency: Linguistic fluency, Cognitive fluency and Sociocultural/ Psychological fluency.

These dimensions were first identified by Kern in 2003, who argued that all three must be addressed by schools for all students to reach their true potential.

To help our students achieve **Linguistic fluency**, we need to help them understand

- how language functions (grammar rules, intonation, parts of words parts)
- where and when to use certain genres and forms of writing
- how to organize and structure different text types (discourse markers etc.)
- academic vocabulary, including words that are used across subject areas, for example: analyze, explain.

To help our students achieve **Cognitive fluency**, we need to teach them

- critical thinking skills
- higher order thinking skills
- how to identify fact from opinion
- how to read texts critically
- how to write and speak persuasively using evidence
- to think about their own language acquisition
- how to evaluate /monitor their own learning.

To help our students achieve **Sociocultural/Psychological fluency** we need to expose students to

- "Social and cultural norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits" (Scarcella 2003); and
- "The particular conventions and norms that characterize the people who use it" (Scarcella, 2003);

Gee (1996, 2002) points out that students learn these conventions by "participating in specific ways of being and acting in academic contexts." **Socio-cultural/psychological fluency is learnt through communicating in classrooms and cannot be taught explicitly**. This is why **we strive to keep learners in the mainstream as much as possible.**

Identification of EAL Students

1.1 Identification of EAL Students

During the admission process, the following *may* indicate a student needs some level of English language support:

- EAL is indicated on the admissions form.
- The student is currently attending a school in a non-English speaking country.
- The student is currently attending a school where English is not the medium of instruction.
- The student demonstrates low levels of English proficiency or literacy based on reports.
- The data from the admissions test (CAT4) or Language Screener or the information in the admissions file indicates that the student is operating at a significantly lower level than the expected year group in Literacy.

For any of the above, the Admissions team will refer the student to the Inclusion Department / Multilingual Coordinator for any further assessment and recommendations.

5.2 For Grade 3, 4 and above, the procedure is as follows:

Language Screener: The language screener for English as an Additional Language (EAL) students in Grades 3 and above will be based on a comprehensive set of data collected from multiple sources. These sources include the Cognitive Abilities Test (CAT4), Komodo assessments, academic scores in term examinations, and a diagnostic evaluation conducted by class teachers in consultation with subject teachers. Parents of the diagnosed students are consulted and apprised of the required need.

Comprehensive Understanding: The language screener will provide a comprehensive understanding of the student's language needs and concerns. It will help identify the level of support required for the student's English language development.

Baseline assessment: The agreed language screener in **GLS** is conducted through a baseline assessment, meticulously designed by the EAL team. Students are recommended for this assessment by their class teachers, who consult other subject teachers and use their own observations and interactions. The test evaluates all four language skills: Listening, Speaking, Reading, and Writing (LSRW).

Collated feedback from the assessment is cross-checked using rubrics that have been refined for our learners, though based on the CEFR standards. Learners are then categorized into one of the following levels: Beginner, Emerging, developing, expanding, bridging. Students who are at the Beginner and borderline emerging stages are grouped as Beginners and recommend pull out sessions. Those who are at the developing stage are provided **in class support.**

5.1 For Kindergarten, Lower primary and Early Years, the procedure is as follows:

5.2 a) Little Linguists: Identification and Procedure for Kindergarten EAL Learners

At the kindergarten level, early identification and support are critical for English as an Additional Language (EAL) learners. This document outlines the process for identifying and providing support to young learners who may require additional language assistance.

1. **Identification**

Teacher and Parent Recommendations

- **Teachers**: Kindergarten teachers play a pivotal role in identifying potential EAL learners. Through daily interactions and observations, teachers can recognize students who may benefit from additional language support.
- **Parents**: Parents can also recommend their child for language screening. Their insights into the child's home language environment and exposure to English are valuable for accurate identification.

2. **Referral Process**

Detailed Referral Form

Teachers are required to fill in a detailed referral form for each recommended child. The form includes:

1. **Home Language**: Information about the child's home language(s) spoken.
2. **Exposure to English**: Details on the child's exposure to English, including time spent using the language and in what contexts.
3. **Additional Relevant Details**: Any other pertinent information that may impact the child's language learning, such as previous schooling, travel experiences, or interaction with English-speaking family members.

Baseline Assessment

Placement and Evaluation

Children are placed at an appropriate learning level based on a rubric designed for baseline assessment. This assessment primarily focuses on:

1. **Observation**: Monitoring the child's behavior and interactions in a classroom setting.
2. **Interaction**: Evaluating the child's ability to communicate with peers and teachers.
3. **Comprehension**: Assessing the child's understanding of spoken and written English.
4. **Fine Motor Skill Development**: Observing the child's fine motor skills, which can impact on their ability to write and perform other language-related tasks.

The primary goal of this assessment is to identify the child's current language proficiency and rule out any major learning disabilities that may require additional support.

By implementing a structured identification and assessment process, we aim to provide targeted and effective support to our young EAL learners. Early intervention can make a significant difference in their language development and overall academic success.

Discovering Young Minds: An Introduction to Learner Identification and the EAL Program for Early Years and lower Primary

In the vibrant world of early childhood education, identifying and nurturing the unique strengths of young learners is both an art and a science. At the heart of this endeavor lies the Early Years English as an Additional Language (EAL) program, designed to support and empower children who are navigating the exciting journey of acquiring a new language. This program is more than just language instruction; it's a gateway to unlocking each child's full potential, fostering a love for learning, and building a strong foundation for future academic success.

Identification of Learners:

- Teachers recommend names of students requiring additional English language support.
- Recommendations are based on observations and interactions, as well as consultations with other subject teachers and parents.

Referral Process:

- Teachers, in consultation with the parents, fill in a referral form and are sent to the EAL room.

Baseline Assessment:

- A baseline assessment paper is then administered to evaluate proficiency in the four language skills: Listening, Speaking, Reading, and Writing.
- Test results are collated, and learners' grouping is based on their support needs.

Support Classification:

- Learners are classified as requiring either in-class support or pull-out sessions, in addition to in-class support.
- Grouping for pull-out sessions is based on learning support required, not by class or age.

Allocation:

- Grade 1 EAL learners are assigned **one pull out session** per week, in addition to in class support, while others are supported in class, through shared resources by the EAL team.
- EAL learners from Grades 2 to 5 are assigned two pull out sessions per week.

Curriculum Design:

- A specific curriculum is designed by the EAL team, based on the topics and vocabulary being covered in their academic class. This is done to maintain student engagement and interest in the language, while the topics, concepts and vocabulary are reiterated.
- Creative pedagogical strategies are tailored to various learning styles like music, games, stories, vocabulary activities (e.g., vocab squatting), and Bingo.

Progress Monitoring:

- All EAL learners are tested every three months to track progress to get a peek into other assessment results and viewed in the light of assessment insights from, like Komodo, CAT4, ASSET, NGRT Etc.
- Continuous monitoring and feedback are shared with all subjects and class teachers.

Reintegration and Continuous Support:

- Students showing remarkable improvement are reintegrated into regular classes.
- If students struggle academically or low motivation, they are pulled out again for additional support. The aim is to eventually reintegrate all learners in the mainstream classroom.

Band Assignment

At GEMS we use the **CEFR framework** to check the language proficiency of our students. The CEFR was published in 2001 in English and French after a period of development from 1992 to 1996 and piloting from 1997–2000. It has been translated into 40 languages and is now accepted as the **international standard for language teaching and learning.**

At GLS, we created an in-house band descriptor based on the CEFR details, to understand their competency in all four skills.

Mapping of levels to CEFR (See appendix for CEFR level descriptors)

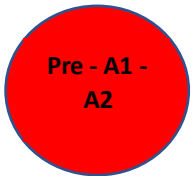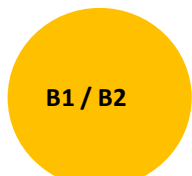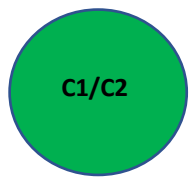|	Basic User		Independent User		Proficient User	
CEFR	A1	A2	B1	B2	C1	C2
IELTS	0 - 4		4.5 / 5	5.5 / 6	7 / 8	8.5 / 9
Bell Foundation	A / New to English	B / Early Acquisition	C / Developing Competence	D / Competent	E / Fluent	
WIDA	1 / Entering	1 / Beginning	2_3 / Developing	4_4.5 / expanding	5+ / Bridging	

EAL Support

All teachers are teachers of English as an Additional Language and as such they continue to remain responsible for the teaching and learning for their students. Teachers and assistants use support strategies to ensure that students can access the curriculum.

All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage (when they have not been identified through our admission process).

It is important that all data is correctly captured for these students and routinely updated to track progress.

Students can be referred to the **Head of Multilingualism** entry or at any point during their education. In line with our SEN graduated approach, we recognise that there is a **continuum** of EAL needs. Students identified as EAL through the language screener or referral are assigned to one of three tiers of support.

Language Support Interventions

Tier 3	**Pre - A1 - A2**	**Intensive Interventions:** ● Personalised timetable to provide intensive literacy support ● Tier 3 support which could incur an additional cost to parents but at GLS, Learners are not charged anything for this extra support. ● Students will have a personalised Individual Language Plan (ILP) which needs regular reviews and is amended as progress is made ● Regular communication with mainstream teachers to share progress and identified strategies which work best for each student ● Home/School communication to highlight the successes and challenges of each academic week
Tier 2	**B1 / B2**	**Semi-intensive interventions** ● Tier 2 literacy interventions through in class support or pull-out sessions from the EAL Coordinator or Teaching Assistant ● Agreed undertaking of additional English Language Course ● Students will have a personalised Individual Language Plan (ILP) which needs regular reviews and is amended as progress is made ● Regular communication with mainstream teachers to share progress and identified strategies which work best for each student ● Home/School communication to highlight the successes and challenges of each academic week

Tier 1	**C1/C2**	**High Quality Teaching (Graduated Approach)**
		● This tier describes the support available to all students, including those with and without SEN. In Tier 1, needs are met through High Quality Teaching or Quality First Teaching.
		● Teachers accommodate individual differences and ability, learning style and behaviour through high quality inclusive and personalised differentiated classroom practice.
		● Tier 1 provision may include one or more of the following:
		   ○ A personalised EAL profile: Individual Language Plan (ILP)
		   ○ Personalised planning and resources
		   ○ Assistive technology
		   ○ Interventions led by class teacher/Head of Year/leadership team
		   ○ Cross curricular communication to share progress and identified strategies which work best of each student

Grades 6,7,8,9,10

For students entering grades 6 to 10 the following recommendations may be given in addition to any appropriate ones from Tier 1,2 or 3:

- Additional studies option for Grade 9 and 10 to provide tailored support
- Consideration for demotion to the year below if deemed necessary for academic progress.

Bridging Cultures: The EAL Pathway for Middle and High School Students

English as an Additional Language (EAL) program, is crafted specifically for students in grades 6 to 10. At this pivotal stage of their academic journey, students are not only mastering complex subjects but also honing their linguistic skills. The EAL program is designed to bridge cultures and languages, providing students with the tools they need to excel in their studies and beyond. By fostering a supportive and inclusive environment, the program helps students build confidence in their language abilities, embrace their cultural identities, and achieve academic excellence.

EAL Support for Students in grades 6 to 10 at GLS

Challenges Faced by Learners:

- Teenagers in Years 6 to 10, often face various distractions and challenges along with language limitations.

Identification Procedure:

- Referral form and recommendation to be submitted by the class teacher and parents.
- Students go through a baseline assessment to identify EAL needs.
- A landmark check is conducted every three months.

Focus Areas:

- All referred students will be administered an assessment on LSRW.
- More Emphasis is placed on comprehension and writing skills in grades 8,9,10 to equip them for academic success.

Support for Special Needs:

- Students identified with special needs are advised to seek professional assistance and certification.
- This certification would make them eligible for scribe and reader support in academic promotion exams, as defined by Indian board policy.

EAL Learner Support:

- EAL learners are provided with necessary modifications and support in classrooms and assessments.
- Guidelines on EAL support is emailed to all teachers.

Subject Support for EAL Learners:

- EAL learners in Years 6 to 10 are given subject support through:
- Support worksheets
- Simplified language in subject contexts
- Common Vocabulary enhancement exercises.

Pull-Out Sessions:

- EAL learners from grade 6 to 8 receive pull-out sessions twice a week for additional support.
- EAL Learners of grades 9 and 10 would be required to come to the EAL room for a pull-out collaborative session, once a week.

Additional Support:

All other learners are encouraged to reach out to the EAL teacher for support for Reading comprehension, Vocabulary enhancement and writing practice.

Monitoring Progress:

- Regular monitoring and feedback are provided to all subject teachers to track student progress.

Undertaking for Lower Academic Standards:

- Students who are unable to cope despite interventions will be required to sign an undertaking to be placed in a class with lower academic standards.

Grade 11,12/ Year 11,12,13

Not Applicable yet at GLS

For students whose language proficiency is A1 or A2, parents will be informed that their English language level will affect their ability to access the curriculum at Amend to suit school KS4 or KS5 and may limit their access to external examinations.

For students whose language proficiency is B1/B2 a conditional offer will be given with the expectation that an English course will need to be completed, and certification submitted to the school. Parents will be required to sign a contract outlining the school expectations to ensure the best possible outcomes for their child.

Assessment Accommodations

Accomodations												
25% extra time	ELL 25% ET & Dictionary (NOT L&L / LA)	Reader	Scribe	Assistive Technology	4 Function Calculator	Modified Paper	Separate Room (Achievement Centre)	Restbreaks	Preferential Seating- minimize distractions	Use of Aid	Focus Prompts

- Accommodation in red requires a**n official report from an Educational Psychologist** (if applying for official exams).
- Official exam accommodations allow **bilingual dictionaries**, word to word only (not a dictionary with any definitions)
- **25% additional time/ separate room** (if it helps reduce anxiety)

Responsibilities

The Corporate Head of Multilingualism for GEMS and the wider Children's Services Team is responsible for the GEMS EAL provision and strategic development of this policy. The Corporate Head of Multilingualism supports all schools in delivering the best possible provision and outcomes for English as an additional Language.

At *GLS* our *Head of Multilingualism* has responsibility for the EAL provision within the school. This involves working with the Principal, Senior Leadership Team, Heads of Year and specific subject EAL nominated members to determine the strategic implementation of this policy.

Responsibilities

- EAL students are identified using the agreed criteria
- The EAL Register is accurate and updated at least termly
- The classroom provision for students with EAL is well planned and effective
- ILPs are in place to support and monitor student progress and enable teachers to implement strategies to help students access the curriculum
- ILPs are regularly reviewed and amended to reflect progress
- The impact of provision is monitored and evaluated through learning walks
- Parents and students are kept fully informed of progress and planned provision
- The records of EAL students are accurate, updated and in line with policy
- Professional development is made available to staff to support EAL students in the mainstream
- The SEF (Self Evaluation Framework) reflects accurately the strengths and areas for development of ALL students.
- All *faculties/departments/key stages* have appropriate provision for supporting EALs within their lesson planning and delivery.
- Individual teachers have access to key information regarding EALs and plan differentiated experiences accordingly

Links to Other Policies

- Inclusion Policy
- G&T Policy
- Safeguarding Policy
- Wellbeing Policy
- Consulting and involving parents

Monitoring Arrangements

This Multilingual Policy will be reviewed annually by the Corporate Head of Multilingualism. At every review, the policy will be approved by Mr David Irish, SVP of Children's Services and Lisa Crausby, OBE, CEO Education.

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	**Listening**	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.